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This summary of a master plan for higher education in Utah explains why formulation of such a plan was necessary and how it came to be developed. If adopted by the state legislature, it is intended to guide decision making in higher education and to implement needed programs. The summary discusses the assumptions upon which the plan is based, particularly that of responsibility to the individual student. The means of creating a system of higher education, rather than a collection of institutions, are described with reference to the roles of both public and private universities and colleges. Recommendations are made to enhance the teaching, research and public service functions of the state's universities. The lack of centralized direction and leadership can be remedied by increasing the professional staff concerned with state problems and planning, and by providing the Coordinating Council with sufficient authority to deal with many issues in the areas of governance, planning and finance. (JS)

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# UTAH'S MASTER PLAN FOR HIGHER EDUCATION

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## A SUMMARY REPORT

# UTAH'S MASTER PLAN FOR HIGHER EDUCATION

## A Summary Report

**This summary of the Master Plan has been prepared so that you may help to create the kind of higher educational system Utah needs now and for the future. As you read it, register your areas of agreement and disagreement, discuss it with others and let the Coordinating Council know your opinions.**

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# WHY A MASTER PLAN?

**Because** knowledge has become Utah's most important asset in providing for:

- *Individual development*
- *Economic growth for the State and its people, and*
- *Solutions to threatening social problems such as natural resource depletion, environmental pollution, disruption of family life, depersonalization, alienation, poverty, racial conflict and urban blight.*

**Because** knowledge is increasing explosively and our systems of acquiring, updating, storing, retrieving and applying knowledge must be adapted to the volume and rate of change.

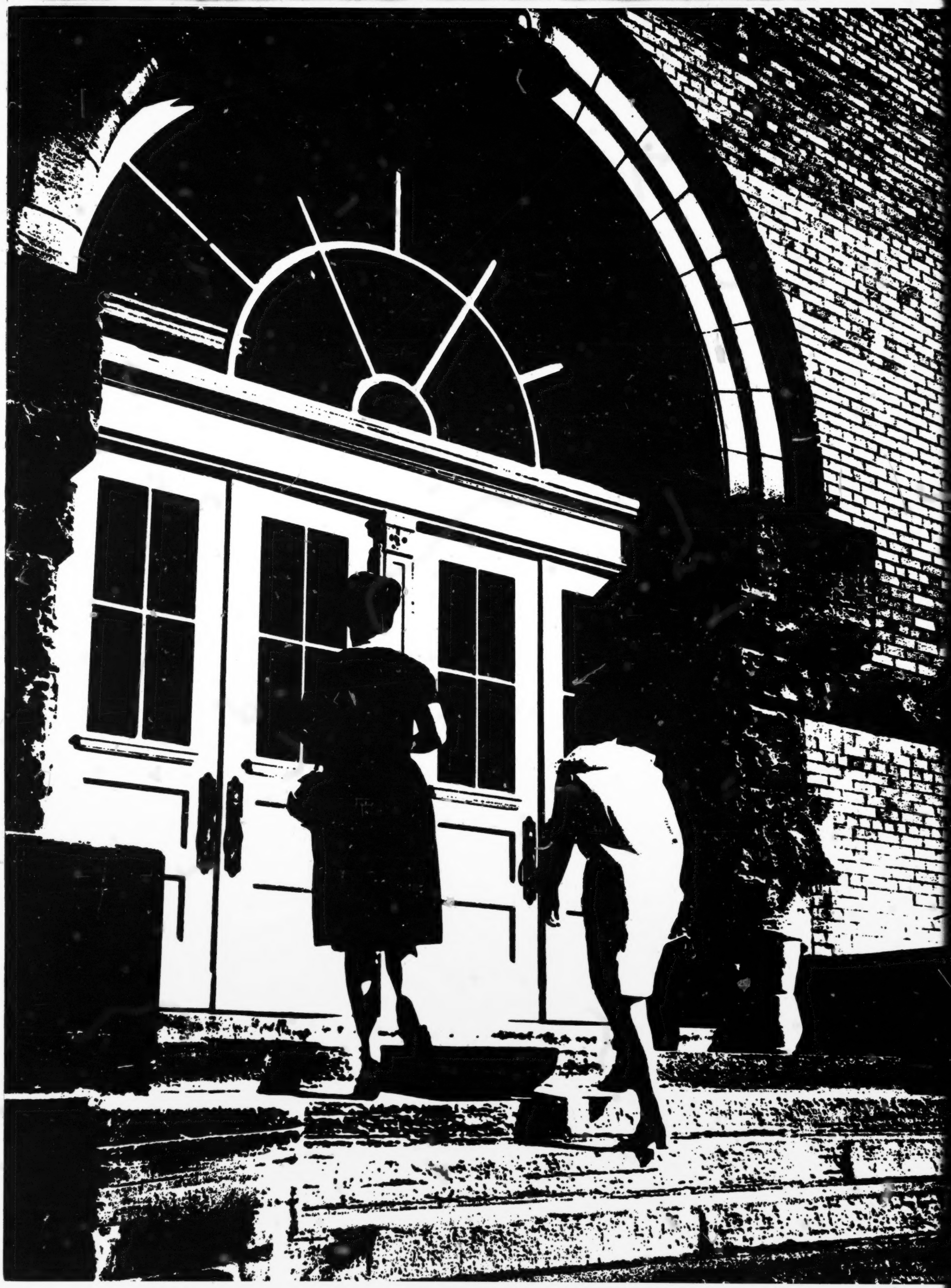
- *Technological capabilities are far ahead of their application in education*
- *Systems analysis needs greater emphasis in group and individualized instruction*
- *Educational programs need continuous revision, and*
- *Adult knowledge is constantly in need of updating.*

**Because** enrollments are increasing rapidly as the value of knowledge and skills are recognized.

- *Enrollment of 18- 25-year-olds will increase more than 65% in ten years*
- *Increased enrollment must not be allowed to result in depersonalization, alienation and dropout*
- *Admissions policies must be perfected to provide a better match between individual ability and institutional programs*
- *Additional adults will enroll as programs are adapted to their needs and available time, and*
- *Continuing education and retraining are now necessities which will involve new programs which have yet to be organized and new groups which have yet to be enrolled.*

**Because** these developments involve great costs. They must, therefore, be carefully planned and systematically undertaken. Utah must . . .

- *Obtain maximum gain from its limited resources*
- *Avoid unnecessary duplication and excessive competition*
- *Utilize resources of quality where they exist: statewide, regionally, nationally, internationally, and*
- *Create its own peaks of excellence and share them cooperatively.*



## WHY A MASTER PLAN?

**Because** the forces which have produced our present educational system have not been and are not now subject to sufficient central coordination. Without such coordination each cultural interest, each geographic section of the State and each institution will continue to seek its own ends without adequate regard for the overall interests of the State.

There are presently six State agencies sharing control of public higher education:

- *The Regents of the University of Utah, who also control the College of Eastern Utah*
- *The Trustees of Utah State University, who also control Snow College and the Roosevelt Extension Center*
- *The Trustees of Weber State College*
- *The Trustees of the College of Southern Utah*
- *The State Board of Education which controls the public elementary and secondary schools, the area vocational schools, Dixie Junior College and the Utah Technical Colleges at Salt Lake City and Provo, and*
- *The Coordinating Council of Higher Education, with limited powers and responsibilities for some elements of each of the public systems.*

There are also two church-supported bodies:

- *The Trustees of Brigham Young University, who also control the L.D.S. Business College, and*
- *The Trustees of Westminster College.*

There are, in addition, numerous proprietary educational agencies valuable to the citizens of the State whose relationship to the other systems is undefined and who have no central organization or other means to define their roles.

Finally, Federal initiative and funding pursues its own uncoordinated course without regard to its impact upon the State or upon its educational institutions.

# THE DEVELOPMENT OF UTAH'S MASTER PLAN FOR HIGHER EDUCATION

■ A beginning was made in 1959 when the legislature created the Coordinating Council of Higher Education and gave it Master Plan responsibility.

■ Studies of selected problems have been made continuously since that time by the Coordinating Council.

■ A more general effort at master planning was made in 1963, but the recommendations of the Council's plan were not implemented by the legislature and not followed by the institutions.

■ A 1964 *State Government Study* recommended that the authority of the Coordinating Council be redefined. Following this recommendation, the Council determined to study its governing authority and to update its Master Plan as well.

■ The Governor formally requested these parallel actions in November 1965.

■ Funds for planning were granted by the legislature in 1967.

■ Study committees of educators and lay citizens have produced reports and recommendations on a wide array of educational problems. More than 200 persons have been directly involved.

■ The Coordinating Council of Higher Education has considered reports and made its own recommendations on these problems.

■ Advice has been sought from institutional presidents and trustees, from faculty organizations, from groups of citizens and from candidates for political offices. Additional hundreds of persons were involved.

■ The Council now seeks your advice so that the Master Plan will represent a broad consensus of the views of the citizens of the State of Utah upon policies which should guide higher education within the State in the coming years.

■ The results of this process will be reported to the legislature and the Governor with recommendations for their action in December 1968.

■ The following pages summarize the problems and the recommendations at the present time. This preliminary report is submitted for your consideration.

Improved service to the needs of the individual and to the functions of society is recognized as the purpose of all planning. Planning must provide improved opportunity for development and advancement of the individual. Only in this way can society advance.

The needs of the individual are recognized in the proposed Master Plan. Also recognized is the need for the development and operation of a *system* serving the variety of individual needs rather than a conglomerate of separate institutions, each attempting to serve all needs.

The system should have sufficient capacity to provide a broad program for higher education, with each institution fulfilling a particular role and offering those programs which are best suited to its capability, its location, its structure and its traditional role.

Financing higher education in Utah is a major task which will require increased effort over time, as the system expands to meet growing needs created by increasing enrollment, additional demand for educated manpower and the further advancement of knowledge in all of its forms.

The means necessary to accomplish these objectives are within the State's capacity.

The Plan is a guide to the future and should be the basis for the assignment of tasks. It is intended to guide decision-making and to implement needed programs. However, circumstances will change and the Plan must be kept up-to-date.

## ASSUMPTIONS ON WHICH THE MASTER PLAN IS BASED

**1.** Twelve years of elementary and secondary education are no longer minimum levels of educational attainment for citizens in a free and advanced society. Education beyond high school — at a college, a university, post-high school vocational or technical institution — is a goal accepted by most of the youth of our nation.

**2.** Continuous, life-long learning is also a necessity in our society. People in trades and technical pursuits must retrain for new skills and adapt to new job requirements in business and industry. The advancement of technology and industry will make many crafts and skills obsolete and create entirely new work requirements. The complexities of a citizen-controlled government and social order require an improved level of citizen understanding. Continuing education for thousands of citizens and retraining for many new skills in business and industry will make adult education an increasingly crucial responsibility of Utah's institutions of higher learning.

**3.** A rich and abundant life in the years ahead will require a liberal education for the masses of people on a quantitative and qualitative level unprecedented in our society.

**4.** Utah's economy will continue to be closely tied to both the quality and quantity of education in the State. Programs of post-high school education must be coordinated with the research, development and manpower needs of agriculture, business, industry and service agencies.

**5.** Increasing demands on the educational system require that there be a central state agency with sufficient authority to provide for orderly development.

# HIGHER EDUCATION IN UTAH . . . AND THE INDIVIDUAL

# HIGHER EDUCATION IN UTAH . . . AND THE INDIVIDUAL

The recognized purpose of education is to assist the individual to develop his full capacities. If this is done, the individual for himself, and society for all of its concerns, will be the beneficiaries.

Individual development requires a variety of educational opportunities and a reasonably free movement of individuals within these opportunities as development occurs. It also requires a dynamic involvement of the individual in a process where his growth is a greater objective than mastery of the subject matter under study.

Utah students evidently accept the present higher educational system as the best available means for the development of their capacities because Utah enrollment stands first in the nation.

It is equally evident that along with credits and degrees, the system produces dropouts, involvement co-exists with alienation, and many capable persons, particularly at the one- and two-year levels, fail to enroll. Far too many persons of ability start to work without post-high school training.

Finally, the concept of "student" is too narrow. Our present and future society requires continuing educational opportunities for all instead of terminal education at any level. New student groups and new types of programs must be created in response to this need.

Because education must place the individual first, the following goals and actions are appropriate:

**GOAL:** The higher educational system must . . .

■ **Strive to enroll and retain, in the variety of programs and services which constitute higher education, all students of the State who can profit from the experience, including adults in need of continuing education.**

**ACTION:** The Coordinating Council, working with the institutions, should . . .

**1.** Continue to analyze comprehensive student data on enrollment, retention and completion by which enrollment policies may be guided

**2.** Develop admission policies which will provide a maximum correlation of student need and ability with institutional programs

**3.** Strengthen student personnel services, resources and facilities and provide adequate academic occupational and career guidance at each institution

**4.** Improve financial aids for students so that lack of financial ability is no significant barrier to education. Such aids should include scholarships, tuition waivers, work opportunities, grants and loans

**5.** Increase the attractiveness of vocational-technical education to those persons for whom it is appropriate, and

**6.** Improve relationships with high schools in curriculum, counseling, recruitment and advanced placement.

**GOAL:** Each institution must . . .

■ **Involve the student more significantly in his own development.**

**ACTION:** Institutional policies should be developed to:

**1.** Increase the opportunities for individualized programming, instruction and study

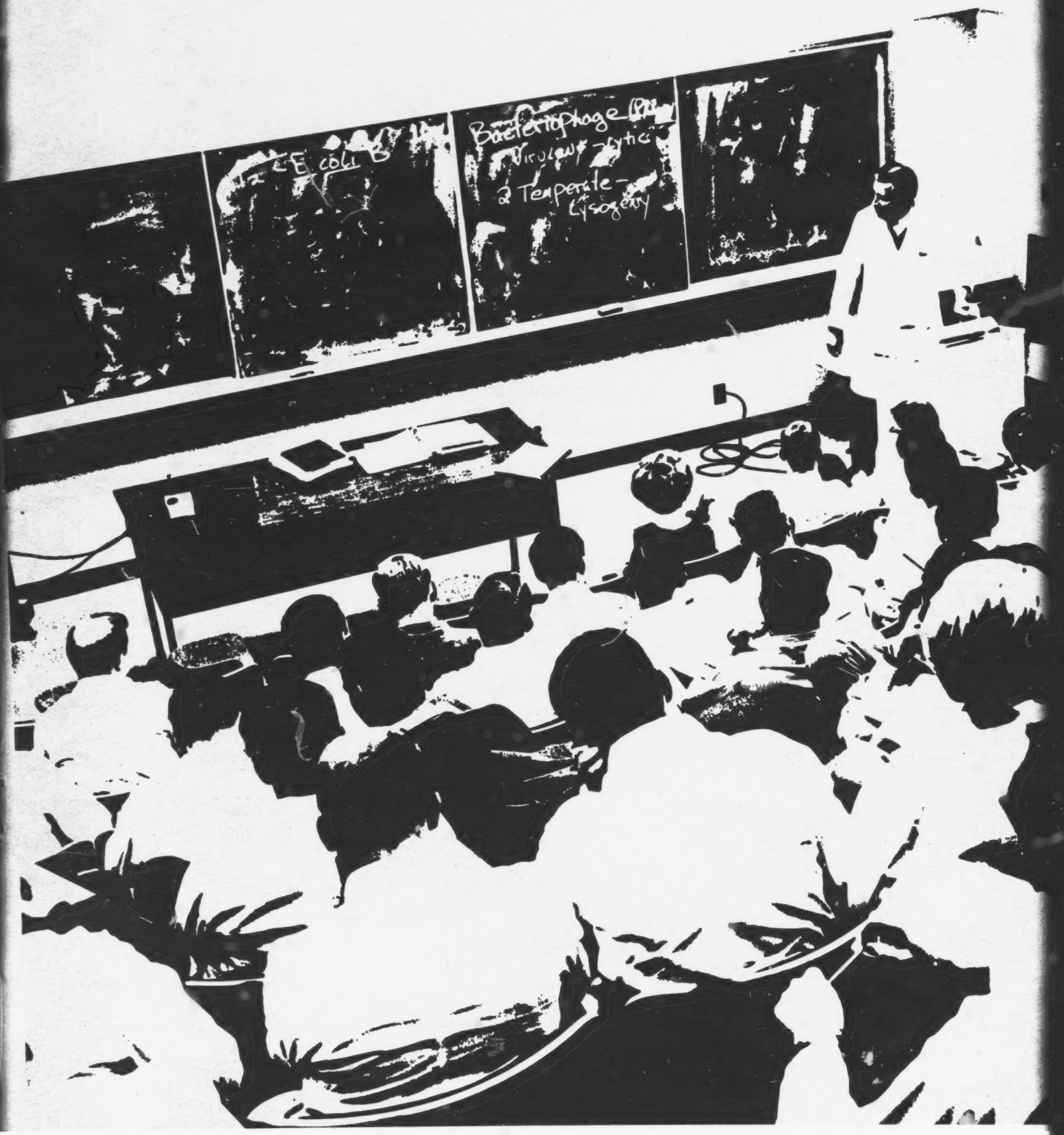
**2.** Improve group formation processes, interactions and purposes which will increase learning and personalize it

**3.** Encourage and facilitate student participation in program development and planning

**4.** Create opportunities for student involvement in off-campus life where they may test the relevancy of instruction and develop their own commitments to social and career objectives

**5.** Increase student responsibility for on-campus life, for standards of personal conduct, for group regulation and for institutional policy governing rights and obligations, and

**6.** Reduce the impersonal nature of instruction by all appropriate means, particularly at the lower division level.


E COLI B
Bacteriophage
Virulent - lytic
2 Temperate - Lysogeny

# THE SYSTEM OF HIGHER EDUCATION IN UTAH

Utah does not have a system of higher education today. Instead, it has a collection of institutions, each developed by different forces and for different reasons. The State Legislature, the National Congress, several religious groups and private interests have been the forces shaping the institutions which provide Utah's higher education.

An educational system must provide educational resources, meeting the needs of its citizens as individuals and the needs of the State for trained manpower and for economic and social development.

It must be aware of its functions as a service agency, and while assuring that its functions are adequately provided for, avoid activities which duplicate those services furnished by private or other State and local educational and service agencies.

The educational system need not be unitary in control; indeed it cannot be, in view of the private interests which must continue to exist and the public interests which have already been assigned to other agencies. But it must become unitary in purpose by coordinating its several parts so that all needs are adequately met. The roles of the various parts of the system must be specified, the functions to be performed by each part must be defined and the responsibilities and powers of each part must be made clear. Means must be established by which the system may adjust to changing circumstances in a rapidly changing social order.

The following sections describe what must be done to achieve such an educational system for Utah.

## THE ROLES OF PUBLIC HIGHER EDUCATION

The purposes of higher education relate to the development, the communication and the application of knowledge. These purposes are generally spoken of as "research, teaching and public services." They must all be provided for in a state system. But in the interests of high quality education as well as economy and efficiency, they must not be unnecessarily duplicated. Equally important, high quality performance in one or more of these tasks should be achieved at each institution in the State.

For the universities all three tasks are appropriate; for state colleges there should be emphasis on teaching and public services; for junior, two-year and technical colleges the same emphasis should exist consistent with the two-year role.

Private institutions also have a role to play in education. This role should be defined, enhanced and cooperatively related to the state system.

Similarly, state and private service agencies serving Utah's citizens (health, welfare, employment, etc.) should be coordinated with educational agencies so that their roles are complementary and supplementary rather than competitive and duplicating.

To establish the roles for public higher education we must adopt the following goals and actions:

**GOAL:** The Coordinating Council must . . .

■ **Define with each public institution roles and programs consistent with its tradition and capability**

**and establish a means to ensure orderly institutional growth without unnecessary duplication.**

**ACTION:** The Coordinating Council should . . .

**1.** Adopt policies which will preserve the integrity of each institution and enhance its initiative and innovative capacity for contribution to the system

**2.** Establish criteria for the approval of new units of instruction, degrees, certificates and institutions and for the alteration, consolidation or elimination of present ones

**3.** Establish a varied program for two-year colleges, including prematriculation, general education, vocational-technical education, adult education and public services. Discourage at two-year colleges pre-professional programs requiring special equipment such as premedicine, pre-veterinarian science, etc. Maintain emphasis on college subjects at Snow, Dixie and Eastern Utah colleges; maintain emphasis on vocational-technical subjects at the technical colleges at Salt Lake City and Provo

**4.** Emphasize at the College of Southern Utah undergraduate liberal education and the arts, crafts, vocational and technical subjects related to liberal education. Provide graduate teacher education when justified by criteria

**5.** Emphasize at Weber State College undergraduate liberal education and strong programs of vocational-technical education. Provide limited graduate programs in areas that can be justified by criteria

**6.** Exclude professional schools such as law, medicine, engineering and agriculture at the four-year colleges

**7.** Discontinue general associate degrees at universities so that these institutions may emphasize undergraduate liberal arts and professional and graduate programs, plus such related specialized paraprofessional training as medical technician, nursing and computer technician

**8.** Not duplicate at both universities research programs requiring specialized facilities

**9.** Promote efforts to minimize or eliminate duplication in graduate and research program areas such as engineering, business administration, home economics and education

**10.** Encourage institutions to seek and promote individual areas of excellence and discourage efforts to expand curriculum in areas of minimum importance to Utah's citizens and economy, or in areas where Utah's needs are adequately served in existing institutions, and

**11.** Continue studying the feasibility of establishing a two-year junior college program in the Wasatch Front area. Make no plans for building a two-year college in other areas of the State during the next ten years.

**GOAL:** The Coordinating Council must . . .

■ **Establish a system of higher education with improved relationships with public education, with private educational institutions and with public service agencies which will maximize the contributions of each and eliminate duplication of effort.**

**ACTION:** The Coordinating Council should . . .

**1.** Improve liaison throu specific joint committees with the State Board of Education to provide appropriate programs and movement of students from earliest to latest levels of development

**2.** Assist the private and proprietary schools to form organizations and establish roles and relationships complementary to the State system

**3.** Work with the Governor's planning office to create liaison with State service agencies and with local units of government to integrate the resources of education with these organizations, and

**4.** Establish State priorities and needed areas of excellence in relation to Federal research programs and higher educational grants.

## THE FUNCTIONS OF HIGHER EDUCATION

**TEACHING:**
Teaching is the primary mission of each institution in Utah. In some institutions it is virtually the exclusive mission.

This concentration of energy is the consequence of funding rather than of choice, for Utah's professional educators prefer the broader assignments typical of higher education. Fiscal pressure, similarly, has caused the expansion of student-teacher ratios, with large classes becoming the rule in undergraduate study.

Another pattern all too common at universities is for faculty of highest rank and salary to teach the least numbers of students, the fewest hours and at the upper division and graduate levels. The typical freshman or sophomore student will see few such professors during his early years in school.

As a result, lower division teaching is sometimes unstimulating, depersonalized and lacking in the relevance to contemporary issues which today's students demand.

Finally, the revolution in teaching technology and methodology utilizing mass media, electronic storage and retrieval of information poses problems to traditional concepts of faculty, of teaching and of student-teacher relationships.

As a consequence of these developments, the following goal and actions are appropriate :

**GOAL:** The Coordinating Council, working with the institutions, must . . .

■ **Assure through policy and funding recommendations that institutions can identify, attract, retain and continually upgrade a strong professional faculty dedicated to teaching, able to communicate effectively with today's students, and able to utilize emerging concepts of methodology and technology.**

**ACTION:** The Coordinating Council, working with the institutions, should . . .

**1.** Study faculty teaching assignments and periodically review institutional policies with regard to faculty incentives for teaching which will assure quality teaching. Studies should include relation of teaching assignment to advancement in rank and salary and opportunities for professional growth such as in-service training, sabbatical leaves and adequate facilities

**2.** Emphasize teaching and professional growth related to teaching as the primary assignment of two- and four-year colleges

**3.** Undertake studies defining conditions of quality in teaching, establish such conditions wherever possible in all teaching assignments and facilitate the transfer of credit from one institution to another

**4.** Establish a central council of representatives from each institution to examine new instructional techniques and technological developments emphasizing human values. Among the recommendations:

■ **Apply them in library development and access, television and interinstitutional communication networks, computer-assisted instruction and new building design**

■ **Encourage the creation of a central agency at each institution to administer all education-media services while exchanging information with other Utah schools on media holdings, special collections and major purchases, and**

■ **Study developments in all phases of computer-assisted instruction and advise institutions of practical breakthroughs.**

**RESEARCH:**
The civilization created during the past century is a product of research and is dependent upon it for improvement and, perhaps, for survival. Research thus con-

strued is the discovery of new knowledge and the application of knowledge to all social functions. In this process of discovery and application, higher education has a central role which must be sustained.

The professional training undertaken by a faculty member disposes him to two research and communication tasks: (a) advancing knowledge in his own field and communicating this knowledge to his professional peers and (b) maintaining awareness of research advancement in his field and applying this knowledge to his assigned responsibilities.

The latter function is essential to the maintenance of professional status and should be provided for within the context of professional assignment by the balance of the work load, by sabbaticals and leaves of absence. The former function may not be appropriate for all faculty in existing assignments and certainly is not appropriate for all institutions of higher education.

Research, as discovery, should be separately funded, related to institutional role and particularly to graduate programs consistent with that role. This type of research should be performed by faculty with demonstrated competence when such an assignment is the best use of their talent.

Developments occurring over several years have prevented the establishment of a sound research policy in public higher education. Among these developments are:

■ Static and uniform concepts of faculty assignments which have failed to recognize individual interest and merit in research and which have tended to apply the same work load standards to all faculty

■ Lack of State funds for research and almost exclusive devotion of limited funds provided to the physical sciences, and

■ Uncoordinated acceptance of greatly expanded federal grants and contracts. Federal funds have been received solely on institutional initiative. There has been less regard than is desirable for the effect of these funds on institutional role and on desirable graduate programs. The funds have failed to provide balanced emphasis among social sciences, humanities, physical and life sciences. These funds, without some control, will not create peaks of excellence related to State needs which can be sustained over time.

These are the goals and actions related to research:

**GOAL:** The Coordinating Council must . . .

■ **Develop policy on research which will provide a role for each institution where it may develop excellence.**

**ACTION:** The Coordinating Council should . . .

**1.** Identify with each university the specific graduate programs and faculty interests which should be promoted by research assignments

**2.** Study the graduate programs and research efforts of both universities to discover whether certain functions should be consolidated on one campus in the interests of quality and economy

**3.** Encourage research related to teaching and public services as the appropriate role for four-year and two-year colleges and identify specific tasks for each institution which should not be duplicated elsewhere. Research at these institutions should be limited to areas where graduate programs are authorized or where costs of special equipment and laboratories are minimal, and

**4.** Encourage faculty assignments and policies which will allow for the professional growth of all faculty and provide individualized assignment and recognition for those with special competence in research, including the transfer of faculty among institutions where it would be advantageous.

**GOAL:** The Coordinating Council must . . .

■ **Develop a State policy on research funding which will allow significant attention to State needs in all areas of concern.**

**ACTION:** The Coordinating Council, working with the institutions, should . . .

**1.** Identify areas of high need or potential gain related both to the human resources of the State and to its economic assets and recommend specific research funding for these areas

**2.** Encourage the application of research findings to the groups or organizations to which they relate, and

**3.** Encourage research funding by private organizations for their specific needs through gifts, grants and contracts.

**GOAL:** The Coordinating Council must . . .

■ **Develop policy with regard to federal research contracts which will minimize proliferation and enhance institutional roles.**

**ACTION:** The Coordinating Council, working with the institutions, should . . .

**1.** Examine present patterns of federal funding as they relate to each institution and

**2.** Encourage institutions to seek federal funds which will support their research and graduate education roles.

**PUBLIC SERVICES**

The Public Services of Higher Education are defined as "The research and teaching activities which relate to off-campus individuals and interests." They are an effort to apply the knowledge of the faculty to adults whose education has been interrupted, to professionals and individuals from all walks of life — business, agriculture, industry — in need of continuing education; to all groups of individuals whose interests can be served by education; to service agencies such as health, welfare and employment so as to improve their efficiency and impact; to county and municipal officials and employees; and to social and economic problem solving related to contemporary issues.

In short, the public services of higher education are designed to improve the capacity of the work-committed generation to use contemporary knowledge in meeting today's needs.

This dimension of higher education is widely recognized as necessary, but it lacks organization, program design, funding and staffing consistent with the need.

The general goal and actions recommended for public services include:

**GOAL:** The Coordinating Council must . . . .

■ **Develop a statewide system of continuing education and public services which will include roles, jurisdictions and relationships for all institutions, and develop relationships with other State agencies, counties and municipalities through which needs and resources can be identified so that programs of service can be of maximum value.**

**ACTION:** The Coordinating Council should . . .

**1.** Appoint an Advisory Council on Continuing Education and Public Services to make studies and recommend policy

**2.** Appoint a central agency staff member to furnish leadership and coordination of studies and to implement policy

**3.** Encourage the establishment of statewide and regional bodies of using and serving agencies to identify needs, priorities and resource allocations

**4.** Encourage the advisory council to study and make recommendations on the following:

■ *the roles, jurisdictions and responsibilities of each institution*

■ *the relationships of each institution — public, private — to the statewide system*

■ *the role of educational institutions to other serving agencies*

■ *adult evening schools on each campus when local needs warrant*

■ *an "adult degree" distinct from other degrees currently offered*

■ *extension centers in areas lacking education facilities*

■ *noncredit programs to serve economic interests and social needs*

■ *community service programs geared to local needs*

■ *problem-solving activities related to the needs of communities, agencies, social and economic groups*

**5.** Recommend that the State provide resources on a scale consistent with the identified need so that institutions can develop commitment to this educational task.

## GOVERNANCE — A KEY ISSUE IN HIGHER EDUCATION

Governance may be defined as the allocation of responsibility within the total educational system which enables it to develop information, adopt policy and perform the functions which constitute its task. Governance must provide sufficient scope for each institution to plan and execute its task, provide balanced emphasis of each type of educational need with the total need of the State and its citizens and supply sufficient central direction and leadership to provide orderly development of all parts of the system over time.

Allocation of power to the various parts of the system must provide that important decisions be negotiated so as to assure proper consideration and interpretation of facts and probable effects of policy.

Lack of a central State agency for higher education historically — and the limited authority of the present Coordinating Council — has allowed local and institutional demands to be made upon the legislature without a central plan. The result has been:

- A proliferation of institutions
- Expansion and duplication of curriculum
- Evolution of institutions toward upper division and graduate status
- Institutional competition for students
- Institutional competition for funds
- Neglect of such services as vocational, technical and general education, research, continuing education and public services.

These developments have led to recurring demands for stronger central control.

Three alternatives, each of which is now operating effectively in one or more states, have been considered as appropriate solutions for the problem:

**1. Retain the present system but increase the professional staff.** From 1959 to 1965 the professional staff was never larger than two persons. Since 1965 the staff has been increased to four persons devoted to State problems and three persons administering federal programs. Significant gains have been made during the past three years.

**2. Increase the authority of the Council in the areas of obvious weaknesses in the following ways:**

- Granting authority to designate a role for each institution consistent with its traditional role and, after consultation with each institution, develop admissions policies and funding policies with each institution consistent with that role
- Granting authority to approve new programs, degrees and institutions or to recommend elimination of unnecessary present ones
- Granting authority to approve new buildings, major renovations or land acquisitions as consistent with institutional roles and State priorities prior to submitting such plans to the State Building Board
- Granting similar authority over one Board of Governors for two-year colleges, which should be created by the legislature
- Establishing the position of Chancellor as spokesman for the State's higher educational needs.

**3. Establish a single board for all public institutions of higher education.**

■ Eliminate existing boards of trustees and regents

■ Assume administrative responsibility for all institutions through a Chancellor with a president for each institution.

Advice on the issues has been sought from the Council's Study Committee, from each institutional board and from a Citizens' Advisory Committee. Recommendations of these bodies favor either alternatives two or three.

The Coordinating Council prefers the second alternative as the most acceptable solution to the problem under present conditions.

The progress made in recent years suggests that limited additional authority for the central agency will gain institutional acceptance and, without diminishing institutional initiative in administration, will provide sufficient statewide policy direction to secure the interests of the State and create a higher educational system of quality within the capacity of State resources.

Utah's goal for the governance of the statewide system and the actions which will achieve it are as follows:

**GOAL:** Utah must . . .

■ **Establish a governance system that will enhance the vitality of the individual institution by facilitating creative strength in its application to the specific needs which each can best serve.**

**ACTION:** The Coordinating Council recommends that legislation be enacted which will . . .

**1.** Retain the present boards of each university and each four-year college

**2.** Define the powers of institutional governing boards and administration consistent with the powers granted to the central coordinating agency to establish goals and policies, and

**3.** Create one institutional board for two-year colleges.

**GOAL:** The Coordinating Council must . . .

■ **Have sufficient authority so that it can provide central direction and leadership for Utah's system of higher education and establish funding policies that will encourage institutions to develop or eliminate programs on the basis of the needs of the people or the State.**

**ACTION:** The Coordinating Council should . . .

**1.** Develop model legislation and recommend its adoption by the legislature to provide the Coordinating Council with sufficient authority to:

■ conduct continuing studies on all aspects of higher education and maintain an up-to-date Master Plan incorporating such studies and specifying the aims, purposes and objectives of higher education and of each public institution.

■ establish criteria for new public institutions, new instructional units, programs, certificates and degrees, or for changing or eliminating present ones, and for implementing such criteria

■ establish uniform systems of accounts, records and reports and require such information from public institutions

■ plan educational activity and budgeting for such activity with each public institution and prepare the necessary information by which to advocate institutional needs to the public and the legislature

■ approve purchases of real estate, new buildings, substantial renovations, and major equipment as consistent with assigned roles prior to submission of plans by institutions to other agencies, and

■ coordinate public higher education with private and other public agencies on a statewide, regional, national and international basis.

**GOAL:** The Coordinating Council must . . .

■ **Establish a centralized management information system, utilizing uniform and standardized data initially including information on students, courses, projects, finances, faculty, services and space utilization.**

**ACTION:** The Coordinating Council should . . .

**1.** Create uniform data reporting systems for the use of all institutions utilizing computer processing

**2.** Share computing capability with institutions

**3.** Cooperate with the Western Interstate Commission for Higher Education management information study to increase regional compatibility of information, and

**4.** Create training opportunities for institutional and central personnel in the use of the system and the information it produces.

**GOAL:** The Coordinating Council must . . .

■ **Establish stable relationships with institutions through which information may be examined and policies recommended.**

**ACTION:** The Coordinating Council should . . .

**1.** Establish such standing and temporary committees of board members, administrators, faculty and other appropriate persons as may be necessary to achieve the stated goal.

# THE FINANCING OF HIGHER EDUCATION IN UTAH

The Utah system of higher education serves the individual and the State . . . and, if effective, creates the growth and development of both. For the sake of its citizens and for its own social and economic welfare, the State must have a quality educational system in which the costs are properly allocated to the individuals directly benefited and to the other sources of revenue.

Educational costs in Utah are heavy proportionate to personal income because enrollment is high and per capita income is relatively low. But the revenue afforded allows a rate of educational expenditure per student among the lowest in the nation — in fact, thirty percent below the national average. As a result, services have been constricted and educational quality is at the barest acceptable minimum in too many cases.

Utah is not immune to the general dictum that the competent faculty, facilities and services which are essential to quality educational programs cannot be provided on a continuing basis by expenditures far below the national average. Utah's resources must be developed to pay the costs, since all available evidence overwhelmingly justifies the conclusion that the development of adequate, high quality educational facilities is a proper and profitable investment in the future of this State.

In recognizing this investment nature of higher education, the Council has set this goal and recommends these actions with regard to financing the system:

**GOAL:** The Coordinating Council will . . .

■ **Recommend significant increase in the financial resources available to higher education from State, federal, student and other sources so that Utah may attain national standards of program quality and variety and accommodate an increasing enrollment during the coming decade.**

**ACTION:** The Coordinating Council will . . .

**1.** Recommend support for higher education at rates which will gradually reach levels not lower than the national average during the next ten years, and

**2.** Make comprehensive plans now for meeting anticipated costs necessary to achieve the stated goal. It is expected that costs will increase over the next ten years to 288% of the present level. These costs should be balanced among increased State appropriations and tax revenues; federal grants and contracts; gifts and private funds, and student tuitions and fees.

**GOAL:** The Coordinating Council must . . .

■ **Make every effort to assure the most efficient and economical use of funds provided.**

**ACTION:** The Coordinating Council should . . .

**1.** Improve present institutional funding and budgeting practices. . . and introduce cost/benefit analysis to suggest priorities

**2.** Recommend use of facilities to maximum advantage — including extended day, evening, Saturday and summer programs — before expanding facilities, requiring institutional requests be approved by the central agency prior to submission to other channels of approval

**3.** Establish standards and coordinate institutional board studies of faculty assignments for maximum benefit from manpower utilization

**4.** Refine present full time equivalent formula for lower division, upper division and graduate students. Reappraise on a continuing basis the budget formula and not freeze it by statutory adoption

**5.** Recommend that the legislature rescind statutes that lapse appropriated funds for higher education at the end of fiscal years

**6.** Implement uniform accounting and reporting of funds in each State institution, thus providing validly comparable financial data

**7.** Provide financial incentives to improve quality and efficiency in carefully evaluated programs rather than seeking across-the-board changes in factors affecting costs, and

**8.** Provide financial incentives to encourage institutions to eliminate those programs which are duplicated elsewhere or appear to be unnecessary for the system.

# PLANNING IN HIGHER EDUCATION

Research and planning have long been key words in the business community, where industrial firms and investors are loathe to proceed with development of new lines or construction of new factories or stores without careful analysis of markets, transportation, population shifts and availability of materials.

Acceptance of this same need for research and planning in the field of government — and especially in the field of public education — is relatively recent. However, an increasing awareness of rising educational costs, the surge in college enrollments, demands for greater efficiency and concern about the quality of education provided has caused state after state to establish agencies for coordinating and planning higher education. Utah, fortunately, is seeing a growth in interest in the problems and needs of higher education. Sound planning is increasingly seen necessary to meet these needs. The public is joining legislators and educators in recognizing and supporting systematic research and planning as the cornerstone in developing sound policy in the area of public higher education.

In Utah, as in 17 other states, a coordinated effort to foster state-level planning for higher education is now under way — and this report is one of its first-fruits.

**Organization for Planning**
The following organization was created to produce the Master Plan. The objectives of each group and the procedures used appear in the narrative.

**I. The Steering Committee**
General direction was provided by a Steering Committee consisting of Council members and representatives chosen from educational institutions and the community at large. They assigned tasks and personnel to the study committees, advised the Council with respect to other essential committees, developed a time schedule for completion of the Master Plan, and took appropriate steps to inform the public of Master Plan issues and seek knowledgeable community support.

**II. Study Committees**
Thirteen study committees were formed to consider questions in assigned areas, develop factual information, prepare a report and recommend specific action to the Council. Study committee members were chosen from all educational institutions and from leading citizens interested in education.

*Council Action*
*The Council met monthly beginning in November 1967 to hear each study committee report. In the month following it considered committee recommendations and recommendations of the Council staff and adopted tentative policy concerning issues covered by the reports. These tentative policies, with the report and committee recommendations, were then forwarded to the advisory committees set forth below.*

**III. Advisory Committees**
The Council believed the Master Plan effort should involve persons from many backgrounds and interests at all stages. It therefore provided units to study the reports, consider the Council's tentative recommendations and advise the Council of changes they thought to be desirable. The following groups were organized:

*A. A Presidents & Trustees Council composed of presidents of Utah institutions and the chairmen of their governing boards. Presidents and trustees Council members were made responsible for the involvement of their full administrations*

*and boards and the students of their institutions.*

*B. The Faculty Advisory Committee composed of presidents and representatives of faculty association. Members of this committee were responsible for the involvement of the faculties of their institutions.*

*C. The Central Citizens Advisory Committee composed of selected citizen leaders fully informed on Master Plan issues. They continuously advised the Council and assumed responsibility of their own choosing to inform the public at large.*

**IV. Development of the Tentative Master Plan**

The committee reports and tentative Council action were completed in June 1968. Assignments were made to staff members to develop a tentative Master Plan from the reports. Members of the Council were appointed to review the narrative and produce a document for full Council review. The tentative Master Plan was adopted by the Council on August 24, 1968.

*A. Public Involvement in Further Refinements*

*Public sessions were planned to achieve a maximum discussion of significant issues and to test the tentative recommendations against public opinion prior to publication of the final document. A governor's conference involving more than 400 educators and leading citizens was held at Hotel Utah on May 29, 1968.*

*B. Regional Citizens Advisory Committees*

*Since each institution should be involved in informing the public about Master Plan issues and its own particular needs and goals, the following organizations were developed:*

*1. University of Utah*
*Statewide responsbilities unit, giving services to the central committee and to the Salt Lake area.*

*2. Utah State University*
*Regional committees organized:*

*a. Uintah Basin Committee*

*b. Southeastern Utah Committee*

*c. South Central Utah Committee*

*d. Northern Utah Committee*

*3. Weber State College Regional Committee*

*4. Utah Technical College at Salt Lake Regional Committee*

*5. Utah Technical College at Provo Regional Committee*

*6. College of Eastern Utah Regional Committee*

*7. Snow College Regional Committee*

*8. College of Southern Utah Regional Committee*

*9. Dixie College Regional Committee*

*C. Other Public Involvement*

*Workshops for political candidates were held at Council headquarters and throughout the State during August and September to inform them of Master Plan progress. The Plan was presented to the Utah Conference on Higher Education at its September meeting.*

*Public hearings are scheduled at each institutional location in connection with the institutional workshops. Workshops for educators will be held at each institutional location during November.*

# COMMITTEE MEMBERS / UTAH MASTER PLAN FOR HIGHER EDUCATION

## Steering Committee

Peter W. Billings, Chairman
*Attorney, Salt Lake City*
D. Lawrence McKay
*Attorney, Salt Lake City*
Daniel L. Berman
*Attorney, Salt Lake City*
Warren Bullock
*Banker, Cedar City*
Kenneth Olsen
*Governor's Office*
T. H. Bell
*Supt. Board of Education*
Glen Snow
*St. George*
Manford A. Shaw
*Westminster College*
Milton R. Merrill
*Utah State University*
Neal Maxwell
*University of Utah*
Quinn McKay
*Weber State College*
John T. Bernhard
*Brigham Young University*
Earl Crockett
*Brigham Young University*
Jay J. Campbell
*Board of Education*
Wilmer L. Barnett
*State Senator*
Merle E. Allen
*Coordinating Council*
Osmond L. Harline
*Committee Staff Support*

## Citizens Advisory Committee

Mitchell Melich, Chairman
*Salt Lake City*
John Boyden, Vice Chairman
*Attorney, Salt Lake City*
John S. Hinckley
*Ogden*
Sheldon A. Johnson
*Sears-Roebuck Co., Salt Lake City*
Arch B. Kesler, Jr.
*Walker Bank, Salt Lake City*
Mrs. Dixie Leavitt
*Cedar City*
Dr. Merrill Daines
*Logan*
ElRoy Nelson
*First Security Bank, National Association*
Jack O'Keefe
*Kennecott Copper Corp.,SLC*
Max I. Beers
*UNIVAC, Salt Lake City*
Norman Rosenblatt
*White Horse Press, Salt Lake City*
Thorpe Waddingham
*Attorney, Delta*
Osmond L. Harline
*Committee Staff Support*
Elizabeth Haglund
*Committee Staff Support*

## Regional Citizens Advisory Committee

### University of Utah

Advisory Committee presently organized for University Colleges and Departments, Alumni Board of Control, and Other University Committees will be used for Master Plan Advisory Assistance.

### Utah State University

a. *Uintah*
Keith Bergquist
Dean Frandsen
Dr. Calvin Cowallis
Merrill Millett
Arvin Vellow
Hollis G. Hullinger
Blayne Morrill
Ed Emmons
John B. Gale
Del Pernell
Thomas J. Abplanalp
Ashel Evans
Dr. Dan Dennis
b. *South East*
To be organized
c. *South Central*
To be organized

### Weber State College

Dr. Robert Clark
Neil R. Olmstead
Mrs. Oma E. Wilcox
Richard K. Hemingway
Ferrill E. Carter

### Utah Technical College, Salt Lake City

Lloyd V. Tilt
Robert H. Blake
Mrs. Frances N. Boyden
George A. Christensen
M. Elmer Christensen
William J. Diaz
A. B. Drage
Horace J. Gunn
Robert E. Halladay
Curtis P. Harding
Paul K. Hawk
Jerry Hayes
Thomas J. Hubbard
Elmer P. Hunsaker
Orson I. Jacobson
John H. Klas
Mrs. O. N. Malmquist
John N. Maragakis
Lorin D. McGregor
C. B. Morgan
Frank V. Nelson
Mark Nichols
Fred L. Petersen
Lemonte Peterson
Richard S. Prows
Von H. Robertson
Glenn A. Sarbo
Frank D. Sawyer
Hugh M. Thomson
Walter E. Ulrich, Jr.
Jay L. Nelson

### Utah Technical College, Provo

Andy Brown
Richard J. DeJong
Ross B. Denham
Mrs. Merrill (Reona) Frost
Floyd Harmer
Robert H. Nightingale
Howard F. Pace
F. Calvin Packard
William Palmer
Dan W. Peterson
Russell N. Stansfield
Richard Gumsion
Grant S. Thorn
LeRue Thurston
Ferrin D. Van Wagoner
William K. Wotherspoon
Elloyd Marchant
Earl A. Hanson
A. E. Whatcott
Chase Murdock
Willard Randall
Gordon Moyle
Merril MacDonald
John Davis
Don Cartwright
Howard A. Knight
Vernon Barney
Mrs. Fern Amend
L. C. Heaton

### College of Eastern Utah

Dean Walton
Dr. Orson Spencer
Omar Bunnell
Larry Regis, Jr.
Luke Pappas
Al Veltri
Dorothy Carver
Paul Keller

### Snow College

Bruce Jennings
Claude Lomax
Angus Belliston
Ralph Blackham

### College of Southern Utah

Lyman Smart

### Dixie College

Max Welker
Mrs. Barbara Watson
H. Bruce Stuki
Wayne Whitehead
Anna Taylor
A. Karl Larsen
Marion Bowler
D. C. Snow

## Presidents and Board of Governors Council

James C. Fletcher
*University of Utah*
Donald B. Holbrook
*University of Utah*
Glen L. Taggart
*Utah State University*
Alma Sonne
*Utah State University*
William P. Miller
*Weber State College*
Ira A. Huggins
*Weber State College*
Royden C. Braithwaite
*College of Southern Utah*
Kumen S. Gardner
*College of Southern Utah*
Floyd S. Holm
*Snow College*
John W. Tucker
*College of Eastern Utah*
Ferron C. Losee
*Dixie College*
Lynn S. Richards
*State Board of Education*
Jay L. Nelson
*Utah Technical College at Salt Lake*
Wilson W. Sorensen
*Utah Technical College at Provo*
Manford A. Shaw
*Westminster College*
Ernest L. Wilkinson
*Brigham Young University*
David O. McKay
*Brigham Young University*
Peter W. Billings
*Coordinating Council of Higher Education*
Merle E. Allen
*Coordinating Council of Higher Education*

## Faculty Advisory Committee

Jerry R. Anderson
*University of Utah*
Doyle Matthews
*Utah State University*
Thomas Leek
*College of Southern Utah*
Robert S. Mikkelsen
*Weber State College*
Joseph C. Salvatore
*College of Eastern Utah*
Daniel G. Witt
*Snow College*
William C. Stringham
*Dixie College*
June A. Black
*Utah Technical College at Salt Lake*
Douglas Jorgensen
*Utah Technical College at Provo*
Barry Quinn
*Westminster College*
Jae R. Ballif
*Brigham Young University*
R. Kent Fielding
*Coordinating Council of Higher Education*

# MASTER PLAN STUDY COMMITTEES / THEIR MEMBERS AND THEIR ASSIGNMENTS

## COMMITTEE A
## Goals and Objectives

**TASK:**

*Determine the role of Higher Education as an agency of the State, the general goals consistent with this role which the study committee should preserve and the priorities which should be followed to achieve the goals.*

**MEMBERS:**

Sterling M. McMurrin, Chairman
*University of Utah*
T. H. Bell
*Supt., State Board of Education*
Wesley Frensdorff
*Very Rev., St. Mark's Cathedral*
C. C. Hall
*M.D., Salt Lake City*
Milton R. Merrill
*Vice Pres., Utah State University*
Manford A. Shaw
*President, Westminster College*
Roy W. Simmons
*President, Zions First National Bank*
Thomas S. Monson
*L.D.S. Church*
R. Kent Fielding
*Committee Staff Support*

## COMMITTEE B
## Management Information

**TASK:**

*Determine the bodies of data which should be developed to provide management with factual, uniform and timely information; the systems which should be used in data collection; the relationships between central agency and institutional staff which should be created in order to develop and implement sound policy.*

**MEMBERS:**

Howard C. Nielson, Chairman
*Brigham Young University*
Rex L. Hurst
*Utah State University*
Royden C. Braithwaite
*President, College of Southern Utah*
Grant R. Caldwell
*First Security Bank*
Claude W. Grant
*University of Utah*
Boyer Jarvis
*University of Utah*
Alfonso G. Pia
*L.D.S. Church Office*
Fred J. Kane
*Steiner American Corporation*
Merle E. Allen
*Committee Staff Support*

## COMMITTEE C
## Junior College and Technical Education

**TASK:**

*Review the purposes and functions of institutions offering programs less than four years in length and recommend policy for the development of such institutions to serve their appropriate roles in the State system.*

**MEMBERS:**

William E. Mortimer, Chairman
*Utah State University*
Iver E. Bradley
*University of Utah*
Wendell L. Esplin
*Weber State College*
Wilson W. Sorensen
*Pres.,Utah Tech. College, Provo*
Walter E. Ulrich
*State Board of Education*
Richard B. Weed
*Employment Security Office*
Lester B. Whetten
*Brigham Young University*
Lee Florence
*Hill Air Force Base*
Robert E. Halladay
*Utah Manufacturers Association*
Ralph B. Smith
*Brigham Young University*
Ferron C. Losee
*President, Dixie College*
Garth R. Beacham
*Snow College*
C. E. Burger
*Pres.,AFL-CIO*
Jay L. Nelson
*Pres., Utah Tech. College, SLC*
R. Kent Fielding
*Committee Staff Support*

## COMMITTEE D
## Faculty

**TASK:**

*Study existing faculty policy and problems and recommend the means by which to recruit, improve and retain quality personnel for all institutions.*

**MEMBERS:**

Helmut P. Hofmann, Chairman
*Vice Pres., Weber State College*
Raymond T. Sanders
*Utah State University*
David M. Grant
*University of Utah*
John C. Carlisle
*Utah State University*
Edmund J. Flynn
*Kennecott Copper Corp.*
Charles H. Monson
*Vice Pres., University of Utah*
Richard A. Thompson
*College of Southern Utah*
Robert K. Thomas
*Brigham Young University*
Robert Terry
*Internal Revenue Service, Ogden*
Leon McCarrey
*Committee Staff Support*

## COMMITTEE E
## Continuing Education, Public Service, Evening School and Extension

**TASK:**

*Describe the purposes and present programs in continuing education and public services, the needs for the future, the system of organization needed for planning, the roles of each institution in a statewide comprehensive system and the relation of these services to those available from other public and private sources.*

**MEMBERS:**

Mrs. Fern Ercanbrack, Chairman
*Provo*
Winston Crawford
*U. S. Steel Corporation*
Paul G. Butterfield
*Weber State College*
McRay Cloward
*College of Southern Utah*
Lloyd A. Drury
*Utah State University*
Edward O. Moe
*University of Utah*
Robert H. Teichert
*State Board of Education*
R. Kent Fielding
*Committee Staff Support*

## COMMITTEE F
## Finance

**TASK:**

*Study all aspects of finance, budgeting and accounting; develop systems recommendations. Determine future needs for financial support of Utah institutions (among the states). Determine future needs for financial support on varying assumptions, estimate State and other sources for the support of education, consider the economic value of educational activity to the State and recommend policy.*

**MEMBERS:**

Wynne D. Thorne, Chairman
*Utah State University*
Dee A. Broadbent
*Utah State University*
Gordon J. Miller
*University of Utah*
Norman Creer
*U. S. Steel Corporation*
James R. Foulger
*Vice Pres., Weber State College*
Ted E. Davis
*University of Utah*
L. S. Skaggs
*Regent, University of Utah*
Raymond E. Beckham
*Director of Developent, B.Y.U.*
Warren E. Pugh
*Cummins Intermountain Diesel*
Douglas Love
*Utah-Idaho Sugar Company*
Richard Steiner
*Steiner American Company*
S. Bertell Bunker
*Committee Staff Support*

## COMMITTEE G
## Governance

**TASK:**

*Consider the governance systems no in operation in the several states a recommend whether Utah's prese system should be strengthened or new system be adopted.*

**MEMBERS:**

Daniel L. Berman, Chairman
*Kearns, Building, Salt Lake City*
W. Hughes Brockbank
*State Senate*
Dixie Leavitt
*State Senate*
Edward W. Clyde
*Regent, University of Utah*
Floyd S. Holm
*President, Snow College*
Neal A. Maxwell
*Vice Pres., University of Utah*
Quinn G. McKay
*Weber State College*
Jay L. Nelson
*Utah Technical College at Salt Lak*
Kay Allen
*Real Estate*
Harold W. Bentley
*University of Utah (Retired)*
D. F. Peterson, Jr.
*Utah State University*
Merle E. Allen
*Committee Staff Support*

## COMMITTEE H
## Auxiliary Services

**TASK:**

*Consider institutional space, u needs and the operations of housi food service, book stores and ot operations and recommend policy*

**MEMBERS:**

Gordon J. Miller, Chairman
*University of Utah*
Frank R. Jex
*College of Southern Utah*
William D. Jones
*State Building Board*
Willam L. Christensen
*University of Utah*
Fred M. Johnson
*Weber State College*
R. H. Hansen
*Vice Pres., Utah Technical Colleg*
Mrs. Sylvia C. Anderson
*Utah Technical College at Provo*
Mark L. Money
*Dept. Business., Vice Pres., U of U*
Adrian M. Pembroke
Salt Lake City
Evan N. Stevenson
*Utah State University*
Ben E. Lewis
*Vice Pres., Business, BYU*
S. Bertell Bunker
*Committee Staff Support*

## COMMITTEE I
## Enrollment, Admissions and Retention

**TASK:**

*Consider student numbers, characteristics, abilities, admissions, retention, the State's manpower needs and project enrollments for a decade — and recommend policy.*

**MEMBERS:**

Claude W. Grant, Chairman
*University of Utah*
Maurice C. Barnett
*Board of Education*
Frank B. Jex
*University of Utah*
Milton C. Mecham
*Weber State College*
L. Mark Neuberger
*Utah State University*
Sherrill W. Neville
*Employment Security*
William R. Siddoway
*Brigham Young University*
Duane S. Carr
*State Board of Education*
S. Bertell Bunker
*Committee Staff Support*

## COMMITTEE J
## Research and Graduate Education

**TASK:**

*Consider the present status of research and graduate education, their relationships, funding sources, areas of emphasis, institutional strengths and weaknesses, desirable roles for each institution, the problem of professional growth through research, State needs for research, the value of research and graduate education to the State — and recommend policy.*

**MEMBERS:**

Wesley P. Loyd, Chairman
*Brigham Young University*
Robert A. Clarke
*Vice Pres., Weber State College*
Thomas F. Dougherty
*U of U Medical Center*
James C. Fletcher
*President, University of Utah*
Howard Campbell
*Brigham Young University*
Daryl Chase
*President, Utah State University (retired)*
J. Stewart Williams
*Utah State University*
Berne A. Schepman
*EIMCO Company*
Leon McCarrey
*Committee Staff Support*

## COMMITTEE K
## Student Personnel

**TASK:**

*Consider counseling and advising systems now in operation, student organizations and services available and desirable and student rights and obligations. Recommend policy.*

**MEMBERS:**

Virginia P. Frobes, Chairman
*University of Utah*
J. Elliot Cameron
*Brigham Young University*
Mrs. Bud Z. Kastler, Jr.
*Salt Lake City*
Keith M. Orme
*Amalgamated Sugar Co., Ogden*
Robert M. Stewart
*Westminster College*
John Waldo
*M.D. (retired)*
R. Kent Fielding
*Committee Staff Support*

## COMMITTEE L
## Roles and Curriculum

**TASK:**

*Examine the curriculum and role of each institution and recommend policy which will provide for the orderly development of a system which will meet student needs, State needs and an appropriate role for each institution.*

**MEMBERS:**

Berne A. Schepman, Chairman
*EIMCO Company*
Dello G. Dayton
*Weber State College*
Lorin N. Pace
*State Representative*
John W. Tucker
*President, College of Eastern Utah*
John A. Dixon
*M.D., Ogden*
Milton C. Abrams
*Utah State University*
Alfred C. Emery
*Provost, University of Utah*
Reed Farnsworth
*M.D., Cedar City*
Ernest H. Dean
*State Senator*
Leon McCarrey
*Committee Staff Support*

## COMMITTEE M
## Supporting Services

**TASK:**

*Consider the present instructional process; the developing technologies; the means of supporting and enriching the educational experience through libraries, publishing services, recordings, television and other resources — and recommend policy.*

**MEMBERS:**

Darrel J. Monson, Chairman
*Brigham Young University*
Stephen P. Hencley
*University of Utah*
James P. Shaver
*Utah State University*
Morris A. Shirts
*College of Southern Utah*
Everett L. Cooley
*Utah Historical Society*
Delbert L. Kelly
*Telephone Company*
Dick L. Chappell
*Utah State University*
LeRoy R. Lindeman
*Board of Education*
Mrs. Martie Collett
*Weber State College*
Blaine P. Parkinson
*Weber State College*
Kenneth Porter
*Hili Air Force Base*
Richard W. Boss
*University of Utah*
Evan J. Memmott
*Weber State College*
Donald Brumbaugh
*University of Utah*
Lester Essig
*Utah State University*
Owen S. Rich
*Committee Staff Support*

## UTAH COORDINATING COUNCIL OF HIGHER EDUCATION

### Members of the Council

Peter W. Billings, Chairman
*Salt Lake City*
David Lawrence McKay
*Salt Lake City*
Daniel L. Berman
*Salt Lake City*
Warren H. Bulloch
*Cedar City*
George C. Hatch
*Salt Lake City*
Charles E. Peterson
*Provo*
Mrs. David K. Watkiss
*Salt Lake City*
D. Jay Wilson
*Ogden*
Conley Watts
*Logan*

### Liaison Members of the Council

*State Legislature Speaker*
Franklin W. Gunnell
*Logan*

*Institutional Representatives*
Wayne H. Burt
*University of Utah*
Phillip A. Bullen
*Utah State University*
Mrs. M. Blaine Peterson
*Weber State College*
L. Leon Jennings
*State Board of Education*
Mrs. Leon Sweet
*College of Southern Utah*

### Members of the Council Staff

Merle E. Allen
*Director*
S. Bertell Bunker
*Associate Director—Finance*
R. Kent Fielding
*Associate Director—Planning*
Leon R. McCarrey
*Associate Director—Research*
Derald V. Johnson
*Assistant Director—Finance*
Osmond L. Harline
*Research Consultant*
Owen S. Rich
*Research Consultant*